



Office of Field Services

9/12/02

DISTRICT STUDY GUIDE ITEMS

EXPLANATION WITH EXAMPLES SUBSTANTIATING IMPLEMENTATION

DISTRICT REQUIREMENTS:

I. High Academic Standards

- A. Belief statements and curriculum documents reflect the expectation that all students will master challenging content and complex problem solving skills. Actual content reflects these standards (e.g., copies of district/building school improvement plan, copies of belief statements and curriculum.)
- B. Written descriptions exist that explain the core content standards and articulate by grade level what students should know and be able to do (e.g., grade level scope and sequence, grade level exit outcomes, core curriculum).
- C. Established benchmarks are used to reflect student performance of the content standards (e.g., grade level exit tests, scoring rubrics).
- D. Evidence exists that the district has a process to communicate core content standards effectively to all staff (e.g., written procedures that define the district's process, agenda/minutes of meetings where standards have been communicated).

II. Parent Involvement

- A. A copy of the written local board policy on parental involvement, which reflects the requirements of *No Child Left Behind*, is in place and being implemented (e.g., copy of policy, implementation status to be determined during the On Site Review process).
- B. A letter is sent at the beginning of each school year notifying parents of their right to request information regarding the professional qualification of the student's classroom teacher(s) and, where appropriate, the paraprofessional working with their student (e.g., a copy of the letter). Additional information may be requested by parents (e.g., information on the level of achievement of the parent's child on the state assessment, and notice if the child is taught by a teacher who is not highly qualified for four or more consecutive weeks).

III. Private Schools

- A. An annual notification letter inviting the private schools to participate in services available to their students/teachers (e.g., copy of the letter) is available for verification.
- B. Evidence exists to show representation of private schools in program planning and evaluation (e.g., meeting minutes, response to letters or invitation to participate). Private school officials participate in discussion about: How childrens' needs will be identified. What services will be offered and how and where services will be provided. How services will be assessed.
- C. Evidence is on file of ongoing communication between the district and the private schools (e.g., copies of letters, meeting minutes).
- D. Evidence exists that a needs assessment in language arts, mathematics, science, and social studies is the basis for services to students in private schools (e.g., record of assessment and results). The private school students needs determine what services are provided.

IV. Building(s) Identified for Improvement

- A. A notification letter informing parents of a school that reaches program improvement status is available for verification (e.g., copy of letter).
- B. A notification letter has been sent to inform all parents of transfer options for students (e.g., copy of the letter).
- C. When the building is identified for improvement in the second year, a notification letter informs parents of the supplemental services option to eligible students (e.g., copy of the letter).

V. McKinney-Vento Homeless Act Provision

The district has a liaison for the McKinney-Vento Homeless Act (e.g., name of liaison and contact information).